



**HaMercaz Teacher Handbook &
CHAI Level 1 Curriculum
Morah Dora**



HaMercaz Teacher Handbook

Welcome to the 2025-2026 school year! We are so happy you will be teaching with us this year. The purpose of this handbook is to clarify the policies and curriculum that will be in use this year. It is important that you read, understand, and become familiar with the handbook and comply with the standards that have been established. Please talk with the Education Director if you have any questions or need additional information.

It is not possible to anticipate every situation that may arise in the workplace or provide information that answers every possible question. As a result, HaMercaz Religious School reserves the right to modify, supplement, rescind, or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. This handbook presents school policies, practices and benefits and cannot, therefore, be construed as an employment contract or any other type of legal document. If there is a conflict between the provisions, benefits, and policies in this employee handbook and those set forth in the terms of a staff member's contract, the terms of the contract shall prevail.

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Contact Information

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HaMercaz Mission

Congregation Beth Evergreen offers quality, joyful, learning opportunities for families seeking meaningful Jewish communal experience. We bring expertise, love and literacy, motivation and creativity, and fabulous, family-focused community events to share throughout the year.

HaMercaz Goals

- Nurturing a Sense of Belonging by fostering friendships, inter-familial and inter-generational communal connections, in a safe, stimulating, Jewish learning environment.
- Providing a foundation of Jewish Literacy for children and families, enabling us to access and enhance the depth, beauty, wisdom, and joy of Jewish civilization in Colorado, Israel and around the world.
- Celebrate the 'whole-child,' made in the image of G-d, with an innate yearning to grow physically, socially-and-emotionally, intellectually, and spiritually, and embody lovingkindness, living with open mind, open heart, and open hands.

Typical Schedule

4:30-4:45PM

Chatif: Snack in the Social Hall

Please plan on sitting at a table with students and engaging in a learning activity (to be provided) with them. This is also the time to let us know any last-minute things you need in your classroom.

4:45-5:00PM

P'ticha: Opening Assembly

Please plan on sitting with your class in the sanctuary.

5:00-6:15PM

Teaching time

You will have approximately 40 minutes' worth of teaching time. 15 minutes of teaching time will be dedicated to learning Hebrew with Rabbi Jamie (or Elizabeth when Rabbi Jamie is absent). 20 minutes will be spent with our Shinshin from Israel. The schedule will typically look like this:

Cita Aleph	Cita Bet	Cita Gimel	Cita Dalet
5PM - Shinshin 5:20-6PM - class 6--6:15 - Hebrew	5PM - Shinshin 5:20-5:35 - Hebrew 5:35-6:15 - class	5PM - class 5:40-5:55 - Hebrew 5:55-6:15 - Shinshin	5-5:15 - Hebrew 5:15-5:55 - class 5:55-6:15 - Shinshin

6:15-6:30PM

Siyyum: Model Minyan

Please plan on sitting with your class in the sanctuary.

Teacher Meetings

There are four teacher meetings throughout the year: August 20, December 10, February 11, and April 8. The August meeting will take place at 5PM and last for two hours. The other meetings will begin immediately after Hamercaz and last for one hour. These meetings are an opportunity to receive training and give feedback on how the year is going. It is very important that you attend, so please mark them on your calendar.

Special Shabbat Services

There are three special Shabbat services throughout the year: the Chanukah Shabbat on December 19, the Shabbosghetti Shabbat on February 6, and our End-of-School Shabbat on May 1. Students will be learning Chanukah songs to sing at the Chanukah Shabbat, and will be learning prayers to sing for the other two Shabbat services. If you find yourself with extra time during a class, working on the Shabbat prayers is a great way to fill it.

Community & Special Days

We have four community days and a couple of special days at HaMercaz. These include:

- Sukkot
- Thanksgiving Packing Day
- Chanukah Bizarre Bazaar
- Tu Bishvat Mitzvah Day
- Purim Carnival
- Israel Day
- Class Meetings

For Sukkot and the Chanukah Bizarre Bazaar, you will have a shortened teaching day (45 minutes) while classes rotate to the sukkah or the bazaar, respectively. Hebrew will not be taught on these days

For Thanksgiving Packing Day, the details are still being worked out. In the past, we had a shortened teaching schedule and then the event. We will let you know as soon as we get this worked out.

For the Tu Bishvat Mitzvah day, Purim Carnival, and Israel Day, there are no regular classes, and teachers are expected to man a station rather than teach their regular classes. Information about these stations will be sent out the week of the event.

For b'nei mitzvah class meetings (for grades 5, 6, and 7), you will have a shortened teaching time for that particular grade. Classes will be dismissed at 5:30PM to go to the sanctuary.

Section II: Curriculum

Introduction to CHAI

The CHAI Curriculum is built on three strands - Torah, Avodah and G'milut Chasadim. It uses the principles outlined in [Wiggins and McTighe's Understanding by Design \(UbD\)](#) to focus on the key understandings we want students to take with them to establish a strong basis for ongoing Jewish learning and living.

CHAI articulates enduring understandings for each of its core strands:

- *Torah* is an ongoing dialogue between the text and its students. It is real in our daily lives and goes with us wherever we are. Developing the skills to study Torah is essential to integrating Torah into our lives.
- *Avodah* is the work we do to find sacred connections to G-d, community, and self. Engaging in the work of avodah can bring order, beauty, meaning and insight to our lives and our community.
- *G'milut chasadim* is our way of being personally responsible for making the world a better and holier place.

Each strand features a spiral curriculum core that grows through seven levels, guided by age-appropriate enduring understandings for each level. Each core level contains 27 complete one-hour, scripted classroom lessons in Torah, *avodah* and *g'milut chasadim*, plus family education lessons, and is designed to allow educators broad flexibility in structuring the school year and in adapting to student needs.

Anatomy of a CHAI lesson

- I. Introduction
This is a description of the lesson and gives you a road map of what you will be teaching in this lesson and how to teach it.
- II. Enduring Understandings, Essential Questions, Questions to Be Addressed, Evidence of Understanding
These items describe what the students should be learning from the lesson.
- III. Lesson Overview
This gives you a brief idea of the time that's needed for each section of the lesson.

IV. Materials Needed

This is a list of everything you will need for the lesson. Please communicate this to the Education Director and principal by Tuesday each week so we can get it ready for you.

V. Reading Resources for Teachers

This is some additional, optional reading for you if you want to do it.

VI. Vocabulary

These are the Hebrew words that students should learn today. They should at least be able to say the words and their meanings; writing the letters is encouraged but optional. (If the letters are not provided in your lesson, you can ask the Education Director or the Rabbi how to spell the words.) This is also good information to include in your parent email, so students can practice at home.

VII. Lesson Plan

This is where the meat of the lesson is. It's divided into sections - an introduction, learning activities, and conclusion. You can modify these to be more appropriate for your class if you want, as long as the items from number II remain relatively the same.

VIII. Homework

Some lessons have homework suggested. If you opt to assign it and it says it is in the workbook, please look at the back of your binder to find the appropriate pages.

IX. Letter to parents

Some lessons have a letter to parents included. You can photocopy it and send home a hard copy with the kids, adapt it to incorporate in your weekly email. The idea is to make it easier for you!

Communication with Parents

The structure of the CHAI curriculum should make it easier to communicate with parents. If you do not have a parent letter at the end of your lesson, here's a sample one that you can modify:

Dear Parents,

Today we learned about [subject of lesson]. We did [Activity 1] and [Activity 2].

The Hebrew words we learned are [Hebrew word 1 (with definition)] and [Hebrew word 2 (with definition)].

The kids were sent home with [describe any homework or worksheets here].

Sincerely,
Morah [YOU]

Big Ideas for This Year

Because we have two years in a single classroom, our objectives change from year to year as we use different materials to avoid repetition. Here are the big ideas we are working with this year:

Enduring Understandings: Torah Strand

Cita Aleph: I am part of the ongoing story of Torah and the Jewish people

Cita Bet: The laws and rules found in the Torah can help us to live a life filled with holy moments.

Cita Gimel: With the promise of a holy land (*Eretz Yisrael*), we as a holy people (*Am Yisrael*) have a responsibility to work towards becoming holy by observing the *brit* (covenant).

Cita Dalet: My life is reflected in and reflects Torah.

Enduring Understandings: Avodah Strand

Cita Aleph: My Jewish acts help me discover the beauty and order of sacred time and my place in the Jewish story.

Cita Bet: Through *avodah* we can make our lives and the world more *kadosh* (holy).

Cita Gimel: *Keva* and *kavanah*, the fixed order of worship and the personal intention we bring to prayer, are complementary aspects of Jewish worship, combining to help us make sacred connections.

Cita Dalet: The message and power of Jewish prayer can help me understand and define myself as an individual and as an authentic member of the Jewish community.

Enduring Understandings: G'milut Chasadim Strand

Cita Aleph: I am a part of the ongoing story of the Jewish people when I perform acts of *g'milut chasadim*.

Cita Bet: Each individual act of *g'milut chasadim* can make the world more *kadosh* (holy).

Cita Gimel: We have a responsibility to perform acts of *g'milut chasadim* for the people we encounter in our daily lives.

Cita Dalet: Our development as emerging Jewish adults and authentic members of the Jewish community is closely linked to our ethical behavior (*middot*) and the performance of acts of *g'milut chasadim*.

Holiday Lessons

As you look through your CHAI curriculum, you may notice that except for Cita Aleph, you don't have any lessons having to do with the holidays. This means you will need to come up with your own lesson a few times a year. These are the holidays you'll need a lesson for:

- Rosh Hashanah/Yom Kippur
- Sukkot
- Chanukah
- Purim
- Pesach

Tu Bishvat, Yom HaAtzmaut, and Lag B'Omer are days where we celebrate together, so you do not need to come up with a lesson for them.

If you need help coming up with a lesson, I recommend the PJ Library site for ideas. The Holiday site (<https://pjlibrary.org/holidays>) has activities and printouts you can use, and the Books page (<https://pjlibrary.org/books-and-music/books>) lets you filter by holiday and age range. Many of these books have a reading guide with ideas for crafts or discussion. If we do not have the book in our library, let me know and I can obtain it with about a month of lead time.

For Cita Gimel & Dalet, you may want to try www.myjewishlearning.com for information and recipes aimed at older ages.

Additionally, we have a box full of worksheets and other resources in the Religious School resource room that you can look through for materials.

Please plan on submitting a lesson plan prior to class for your holiday lessons. Be sure to include the materials that you will need.

CBE Lesson Plan template

Teacher name	Date and Hebrew date
Unit	
Enduring Understanding/ Essential Question	<i>Big Idea this lesson will explore...</i>
Objectives	<i>By the end of this lesson, students will ...be able to...</i>
Opening Rituals / check in (suggestions below)	<i>At start of each class session, establishing student/ teacher expectations...</i>
Set opening - Hook	<i>Introduces the lesson in a captivating way, may be part of the check in</i>
Lesson Activities / content	<i>Include time expectation (example: 10 min for you tube video share and questions)...</i>
Closing and Assessment	<i>What is done to check for understanding and achievement of objectives...</i>
Letter of the Day	
Words of the Week	
Midah of the month	
Moed	
Lesson/ Room set up / needs	Include all supplies you expect you will need and numbers of copies if any
Closing Rituals	

Opening ritual ideas

- writing Hebrew names for attendance
- snack blessings
- welcome song
- collecting tzedakah
- midah check in
- Question of the day

- Reviewing last session material and/ or Homework

Closing rituals

- Journaling / review questions
- game/ goodbye song
- Assignment for next week

Teaching Hebrew

Typically Rabbi Jamie or Elizabeth will teach Hebrew lessons based on the letter of the day to each class. However, you may find that you want to teach additional words to your students. That's great! Just send an email to Elizabeth with the words you want translated and she can help you with those words or phrases. Additionally, here are some other words & phrases that might be helpful:

<i>Tzohorayim tovim</i>	Good Afternoon	<i>Shalom</i>	Hello
<i>Bevakasha</i>	Please	<i>Lehitra'ot</i>	Goodbye
<i>Todah</i>	Thank you	<i>Moreh (m)/Morah (f)</i>	Teacher
<i>Sheket bevakashah</i>	Quiet please	<i>Talmid (m)/Talmida (f)</i>	Student
<i>Yesh she'elot?</i>	Any questions?	<i>Simu lev</i>	Pay attention

Finally, at snack time we will have menus with Hebrew words on them corresponding to the snacks. Please practice the best you can with the students.

Madrichim

Madrichim are teenage helpers who have already completed their bonei mitzvah. They are excellent resources for teachers, acting as runners, co-teachers, set-up and clean-up helpers, and more. While we will prioritize the younger classes receiving madrichim, if you need additional help for a particular lesson, don't be afraid to ask.

Teaching Materials

The Religious School resource room has an abundance of materials that you can use for crafts, Hebrew, and more. Please make use of it! There is a box full of worksheets for use during holidays - feel free to borrow an original and make copies.

Please alert the Education Director of any copies you wish to make prior to class time (preferably by 3PM on Wednesday). We will have them ready for you when you arrive.

Teachers are also encouraged to make use of books in our library. If there is a book or a topic you'd like a book for that we do not have, please let the Education Director know as soon as possible so we can requisition that book for you.

Text of Songs for Chanukah Shabbat

Candle Lighting (Cita Alef/Bet)

Baruch atah, Adonai Eloheinu, Melech
haolam, asher kid'shanu b'mitzvotav
v'tsivanu l'hadlik ner shel Hanukkah.

Chanukah Blessing of Gratitude (Citas Gimel/Dalet)

Baruch atah, Adonai Eloheinu, Melech
haolam, she-asah nisim laavoteinu
v'imoteinu bayamim hahaeim baz'man
hazeh

Shehechyanu (Cita Gimel)

Baruch atah, Adonai Eloheinu, Melech
haolam, shehechyanu v'kiy'manu
v'higyanu laz'man hazeh

Chanukah, Oh Chanukah (Citas Alef, Bet, Gimel)

Oh Chanukah, oh Chanukah, come light the
Menorah.

Let's have a party, we'll all dance the Hora.

Gather round the table, we'll give you a
treat,

Sevivon to play with, latkes to eat.

And while we are playing, the candles are
burning low.

One for each night, they shed a sweet light
to remind us of days long ago.

One for each night, they shed a sweet light
to remind us of days long ago.

Oh Chanukah, oh Chanukah, festival of joy.
A very special holiday for every girl and boy.
Spin the whirling dreidels all week long.
Eat the sizzling latkes, sing a happy song.

Now light them tonight then, the flickering
candles in a row.

Retell the wondrous story of G-d in all Her
glory,

and dance by the candles' cheery glow.
Retell the wondrous story of G-d in all His
glory,
and dance by the candles' cheery glow.

Sevivon (Citas Alef, Bet, Gimel)

Sevivon, sov sov sov
Chanukah Hu Chag tov
Chanukah hu Chag tov
Sevivon, sov sov sov

Chag simcha hu la'am
Nes Gadol Haya Sham
Nes Gadol Haya Sham
Chag simcha hu la'am

Ma'oz Tzur (Cita Dalet)

Ma'oz tzur yeshu'ati,
lecha na'eh leshabe'ach,
tikon beit tefilati,
vesham todah nezabe'ach.
Le'et tachin matbe'ach
mitzar hamenabe'ach.
Az egmor
beshir mizmor
chanukat hamizbe'ach

I Have A Little Dreidel (Citas Alef, Bet)

I have a little dreidel, I made it out of clay,
and when it's dry and ready, oh dreidel I
shall play.

Oh dreidel, dreidel, dreidel, I made it out of
clay,, and when it's dry and ready, dreidel I
shall play.

It has a lovely body, with legs so short and
thin,
and when it gets all tired, it drops and then I
win.

Oh dreidel, dreidel, dreidel, I made it out of
clay, and when it's dry and ready, dreidel I
shall play.

I Have A Little Dreidel (cont.)

My dreidel's always playful; it loves to laugh
and spin;

a happy game of dreidel, come play, now
let's begin.

Oh dreidel, dreidel, dreidel, it loves to laugh
and spin, dreidel, dreidel, dreidel, come now
let's begin.

One person spins the dreidel
And when the spinning's through
The dreidel drops with one side up
And tells you what to do.

Nun means you get nothing
Gimmel means you win
Hay means you get half the pot
And Shin you put one in.

Mi Yimalel (Cita Dalet)

Mi yi-ma-lel g'vu-rot yis-ra-el, otan mi
yimneh? Hen be-chol dor ya-kum ha-gi-bor
go-el ha-am.

Sh'ma!

Ba-ya-mim ha-hem, baz-man ha-zeh,
mac-ca-bee mo-shi-a uf-o-deh —
Uv-ya-mei-nu kol am yis-ra-el
yit-ach-ed, ya-kum ve-yi-ga-el

Who can retell the things that befell us?
Who can count them? In every age a hero
or sage came to our aid.

Hark! In days of old in Israel's ancient land,
Brave Maccabeus led the fearless band.
And now all Israel must as one arise;
Redeem itself through deed and sacrifice.

Ocho Kandelikas (Citas Gimel, Dalet)

Hanukah Linda sta aki
Ocho kandelas para mi,

Hanukah Linda sta aki,
Ocho kandelas para mi.

Chorus: Una kandelika

Dos kandelikas

Tres kandelikas

Kuatro kandelikas

Sintyu kandelikas

seysh kandelikas

siete kandelikas

ocho kandelas para mi.

Muchas fiestas vo fazer, con alegrias i

plazer (2x) ...CHORUS

Los pastelikas vo kumer, con almendrikas i
la miel (2x) ...CHORUS

Chanukah Chag Yafeh Kol Kach (Cita Gimel)

Chanukah, Chanukah

Chag yafeh kol kach

Or chaviv misaviv

Gil l'yeled rach.

Chanukah, Chanukah

Sevivon, sov, sov

Sov, sov, sov, sov, sov, sov

Chag na'im va tov.

Chanukah Chanukah

Dedicate eight days

Candles bright, cheerful light

Beauty, joy, and play

Chanukah, Chanukah

Letters spinning 'round

Nun and gimmel, hey and shin

Wonders then and now.

Text of Prayers for HaMercaz-led Shabbats

Shabbat Is A-Comin' (Cita Alef, Bet)

Shabbat is a-comin', oh yeah
Shabbat is a-comin', oh yeah
Shabbat is a-comin', Shabbat is a-comin'
Shabbat is a-comin', oh yeah

We're gonna light the neiro, oh yeah...

We're gonna sing the kiddush, oh yeah...

We're gonna say HaMotzi, oh yeah...

Hineh Ma Tov (Cita Alef)

Hineh ma tov uma na'im
Shevet achim gam yachad.

Candle Lighting (Cita Alef, Bet)

Baruh atah adonay eloheynu melech ha'olam
asher kideshanu bemitzvotav vetzivanu
lehadlik ner shel shabbat.

Shalom Aleichem (Cita Gimel, Dalet)

Sha-lom a-lei-chem,
mal-a-chei ha-sha-reit,
mal-a-chei el-yon,
mi-me-lech ma-l'chei ha-m'la-chim,
ha-ka-dosh ba-ruch hu.

Bo-a-chem l'sha-lom,
mal-a-chei ha-sha-lom,
mal-a-chei el-yon,
mi-me-lech ma-l'chei ha-m'la-chim,
ha-ka-dosh ba-ruch hu.

Bar-chu-ni l'sha-lom,
mal-a-chei ha-sha-lom,
mal-a-chei el-yon,
mi-me-lech ma-l'chei ha-m'la-chim,
ha-ka-dosh ba-ruch hu.

Tsei-t'chem l'sha-lom,
mal-a-chei ha-sha-lom,
mal-a-chei el-yon,
mi-me-lech ma-l'chei ha-m'la-chim,
ha-ka-dosh ba-ruch hu.

Lecha Dodi (Cita Gimel)

Lecha dodi likrat kala, p'nei Shabbat
n'kab'lah!

Barechu (Cita Gimel, Dalet)

Barechu et Adonai hamevorach
Baruch Adonai ha-mevorach l'olam va-ed

Ma'ariv Aravim (Cita Gimel)

Goleil ohr mipnei hoshech vehoshech
mipnei ohr

Shema (Cita Alef, Bet)

She-ma yisrael, adonai eloheinu, adonai
echad

V'ahavta (Cita Dalet)

V'-a-hav-ta et A-do-nai El-o-he-cha,
b'-chol l'-vav-cha uv'-chol naf-sh'-cha
uv'-chol m'-o-de-cha
V'-ha-yu had'-va-rim ha-ei-leh a-sheer
a-no-chi m'-tzav'-cha ha-yom al
l'-va-ve-cha.
V'-shi-nan-tam l'-va-ne-cha v'-di-bar-ta
b'-am
b'-shiv-t'-cha b'-vei-te-cha uv'-lech-t'-cha
va-de-rech uv'-shoch-b'-cha uv'-ku-me-cha.

Uk-shar-tam l'-ot al ya-de-cha v'-ha-yu
l'-to-ta-fot bein ei-ne-cha.
Uch'-tav-tam al m'-zu-zot bei-te-cha
u-vish-a-re-cha.

Text of Prayers for HaMercaz-led Shabbats

Mi Chamocha (Cita Gimel & Dalet)

Mi chamocha ba'elim adonai
Mi kamocha nedar bakodesh
Nora tehilot osey feleh

Avot (Cita Dalet)

Baruch atah adonai eloheynu v'elohey
avoteinu v'imoteynu
Elohey avraham, elohey yitzchak, elohey
ya'akov
Elohey sarah, elohey rivkah, elohey rahel,
v'elohey le'ah

Ha'el hagadol hagibor vehanora el elyon
gomel chasadim tovim vekoney hakol
vezocher chasdey avot ve'imot umami
ge'ulah livney veneyhem lema'an shemo
be'ahavah.
Melech ozer umoshia umagen. Baruch atah
adonay magen avraham ve'ezrat sarah.

Oseh Shalom (Cita Gimel)

Oseh shalom bimromav
Hu Ya'aseh shalom aleinu
Ve'al kol Yisrael
Ve'al kol yoshvei teivel
Ve'imru, imru, Amen.

Ayn Ode/Aleinu (Chorus: Cita Alef, Bet, Gimel)

Ayn Ode, ayn ode
Ayn o-o-o-o-ode, Ayn o-o-o-o-ode

(Verses: Cita Dalet)

Aleynu leshabeah la'adon hakol
Latet gedulah leyotzer bereyshit
Shenatan lanu torat emet
Vehayey olam nata betohenu (Ayn ode...)

Va'anahnu korim umishtahavim umodim
Lifney melech malhey hamelahim
Hakadosh baruh hu (Ayn ode...)

Kakatuv betorateha
Adonay yimloh le'olam va'ed
Vene'emar
Vehayah adonay lemelech al kol ha'aretz
Bayom hahu yiyeh
Adonay ehad ushmo ehad

Kiddush (All classes)

Baruch atah Adonai, Eloheynu melech
ha'olam, borei pri hagafen.

Motzi (All classes)

Baruch atah Adonai, Eloheynu melech
ha'olam, ha motzi lechem min ha'aretz.

Section IV: Policies and Procedures

Discipline Policy

Fostering loving relationships imbued with core values (e.g. curiosity, respect, patience, humility, etc.) through persistent, positive reinforcement, we minimize disruptive behavior and the need to discipline students. Through guided *chevruta* [study in pairs] and small group study formats, students witness and practice attentive listening, respectful boundaries, and dynamic dialogue. The cooperative project-based curricula reward collaborative group dynamics and foster a sense of mutual responsibility. Likewise, regular, open communication with parents (about expectations before class as well as honest feedback afterwards) is essential to ensuring a safe, healthy, and enticing learning environment for all.

Should disciplinary intervention be necessary to ensure a safe and stimulating learning environment, we strive to adhere to the traditional Jewish guidelines regarding *tocheicha*, 'loving rebuke or re-direction,' such as:

- striving to avoid 'public embarrassment,' addressing concerns directly with the child privately rather than in front of peers or others;
- giving the student the benefit of the doubt, assuming positive intentions;
- reflecting upon and clarifying our own motives before intervening;
- offering the rebuke in a calm, compassionate, succinct, and caring voice
- Offering opportunities (and guidance) to practice the four stages of *teshuvah*:
 - THINK: Reflect upon and acknowledge the detrimental impact/s of one's behavior on others - Recognize
 - FEEL: strive for empathy with those offended and feel regret regarding the chosen words/actions, some regret is good, shame is not - Regret
 - ACT: Do or say something to try to rectify any harm and make amends - Resolve and Restore
 - CHOOSE to ACT DIFFERENTLY in a similar situation next time - Revise

If disruptive behaviors persist:

1. Teachers are encouraged to request in-class support from class facilitator or other staff member.
2. If issues persist, the teacher/classroom facilitator will work with the rabbi or Education Director to visit their classroom to observe and offer support. If deemed necessary, the teacher can ask the Education Director to remove the student from the class for that day. Teacher and/or the Education Director would then inform the parents and can require a student to meet privately with the teacher and commit to a behavioral agreement prior to returning to the teacher's classroom.
3. Before or after class, the teacher meets privately with students to create a Teacher – Student Agreement that outlines specific expectations, commitments, tools for success, and repercussions. Teacher consults with parents, rabbi and Education Director in

advance of meeting with Student, and informs parent/s, rabbi, and Education Director of the agreement.

If disruptive behaviors persist...

4. Teacher arranges an in-person meeting with Student and Parent to share feedback and objectives, to brainstorm ideas and make mutual commitments. The Education Director or rabbi can attend (and/or facilitate) the meeting at the discretion of the teacher.

If disruptive behaviors persist...

5. The student may be suspended or removed from the class for the remainder of the year at the discretion of the Education Director in consultation with the rabbi. In such a case the Education Director or rabbi will arrange alternative arrangements for the student to continue their studies in a more productive environment.

Attendance Policy for Staff

It is very important for students to have consistency with their teaching staff in order to build relationships and enhance their learning. This includes our special class days when normal routines are disrupted by other activities. We have thirty class sessions this year. If you miss three (3) sessions, you will be asked to have a meeting with the rabbi and Education Director to determine how we can support your continued employment. If you miss more than 5 sessions, your employment may be terminated.

It is your responsibility to alert the Education Director as soon as you know you will be absent. We recognize that emergencies happen; however, proper lead time increases the chances that we'll be able to find a substitute teacher for your class. Please plan on alerting us no later than Tuesday morning if you will be absent.

Teachers are expected to arrive 15 minutes prior to the start of HaMercaz to assist with classroom setup and supervision during snack and sanctuary time.

Attendance Policy for Students

Madrichim will help take attendance at the beginning of each class. If there is a student who has missed two weeks in a row, the Education Director will reach out to their parents to check on them.

Cell Phones

In general we do not collect cell phones for the whole school; however, if you find that cell phones are a distraction in your classroom, we have a "cell phone parking lot" that students can put their phones in. Phones will be returned at the end of the HaMercaz gathering in the sanctuary to close the day.

Teachers are encouraged not to use their cell phones during class in order to interact with students better. If technology is planned as part of a lesson, please use a laptop or tablet to avoid distractions.

Classroom Use

Classrooms are shared with preschool teachers and Hebrew School teachers. Please leave your room clean and neat. Do not leave valuables or open food containers in your room. Cover floors and furniture when using messy materials for art, and make sure your students wear paint smocks if you use non-washable art products. Please leave your room clean each week.

Early Dismissal

Students needing to leave early from school must contact the Education Director directly by phone or email. A student telling you that they are leaving early is not acceptable. If the student brings a note from a parent, please have a madrich/a bring it to the Education Director immediately. When it is time for the student to leave, a Madrich/a will be sent to your room to get the student. No student will be excused from class without a parent notifying the school. No parent should pick up a child directly from the classroom.

Field Trips

Field Trips are allowed as part of the learning experience, especially if they are walking field trips to the Life Care Center or Elk Run. The following guidelines apply to field trips:

1. The Director of Education must be involved with all plans regarding field trips.
Information needed to discuss include the: destination, activity summary, relation to the curriculum, costs, date, and time.
2. Parents must be notified in writing at least two class sessions prior to the field trip.
3. No student may attend the field trip without a signed permission slip on file.
4. If the field trip requires car transportation, it is your responsibility to arrange for additional vehicles to transport students in.

Guest Policy

Students may bring guests to HaMercaz if they are previously registered with the office. If this is the case, you will be alerted ASAP that you will have a guest in your class. Guests that recur will be asked to make a donation to HaMercaz or to sign up as a student.

Illness

If you or your child are feeling sick or exhibiting symptoms of COVID or other contagious illnesses, do not come to HaMercaz. We would rather find a sub for you than risk an outbreak. If you have attended HaMercaz and then test positive for COVID, please let us know so we can alert families of a potential contact.

Supervision of Students

From the time your students arrive in the building or in the virtual classroom, until they leave, we are 100% responsible for their safety and for providing them with positive and nurturing Jewish experiences. If you need to leave your students for any reason, please ensure that they are supervised by another adult in the school. A madrich/a does not count as another adult.

Tardiness

While we encourage punctuality for all our students, we also want to make it clear that everyone is welcome no matter when they arrive. Students arriving less than 30 minutes late may go directly into the social hall or the sanctuary. If they will be more than 30 minutes late, parents are required to let the Education Director know prior to arriving. The Education Director will let you know so you can be prepared to welcome the student when they arrive.

Technology Use

We have laptops that can be borrowed, and the sanctuary can be used to screen movies on an occasional basis. Teachers must request technology at least one full week ahead of time. Please indicate how the technology plays into your planned lesson. Technology is assigned on a first-come, first serve basis, so please plan ahead. You are welcome to use your own tablet or laptop in your classroom; please let us know if you will be doing so.

Tzedakah

Tikkun Olam – caring for our world is a vital concept. We encourage you to teach this concept not as a contest, but as a way of building life-long ideals and practices. Please encourage your students to give tzedakah every week and help them to understand that the amount is less important than the deed.

Each class will be given a tzedakah box to decorate on the first day of class. They need to be brought to the office after each class. Please turn them into the Director of Education when they are full. Please attach a note with the amount in the box and where your class would like to donate their money. If needed the Director of Education can provide suggestions as to where the money may be donated.

Sometimes the school might be participating in a shul wide tzedakah project and the Director of Education will keep you informed. Your tzedakah box should NOT go home with you.

Section V: Dealing with Emergencies

Hamercaz staff, volunteer, and student safety takes precedence over all other concerns. Hamercaz will endeavor to ensure that all staff are trained and ready to address emergency situations when they arise. This policy covers medical emergencies such as cardiac arrest, seizures, or loss of consciousness. **No employee other than the Education Director or their designee may speak to the public or the media about any emergency situation.**

Medical Emergencies

When a health emergency occurs, the following steps are to be taken (adapt as necessary based on the location and the circumstances):

1. Call 911 or have someone call 911, even if the person says don't call 911
 - a. They have the right after medical evaluation to refuse treatment
2. Stay with the person to the greatest extent possible
3. Ensure immediate attention is provided to the person and organize any available first aid attention until emergency services arrive, if necessary
4. Management staff should be advised of the situation at the first available opportunity (if they were not onsite or not involved in managing the emergency)
5. An Incident Report should be completed and left for the Education Director.
6. The relevant director should:
 - a. Provide/organize immediate attention and support to all those involved in the emergency
 - b. Provide brief information, respecting any confidentiality issues, about the event to others on the site to allay fears and concerns
 - c. Determine the debriefing needs of any persons involved in the incident and make arrangements

Emergency protocol regarding calling 911

Calling 911 is appropriate in the following situations:

- Someone has become violent or aggressive with staff or others
- Someone is seriously ill (e.g., seizure, bleeding, injury)
- Someone is actively suicidal (they have threatened to kill themselves or have already taken steps to harm themselves)
- You believe that you or others are in immediate danger
- Another staff member requests that you call 911

Documentation & Reporting of 911 Calls

- Document all dealings with 911 in an Incident Report and a report to the Education Director. Give details about how the operator treated you, whether or not emergency crews responded, and what the outcome of the incident was
- Any contact with 911 is considered an incident and requires an incident report to be filled out and filed with the Education Director.

Building Evacuation Procedures

1. Ensure that all disabled persons have the assistance they need to evacuate the building
2. Designated staff must check offices
3. Go to the nearest exit and leave the building
4. Close all doors behind you. Take keys with you
5. Call 911 as soon as possible. Give the correct name and address of the building, the type of emergency, and your name
6. Notify the Education Director and/or supervisor
7. No employee other than the Education Director or their designee may speak to the public or the media about the emergency or evacuation
8. Do not re-enter the building until you are given permission to do so by emergency officials on the scene
9. Fill out an Incident Report and give to the Education Director

Unidentified or Suspicious Object

- If you find a suspicious object, DO NOT TOUCH IT
- Call 911.
- Note the description of the object, its location, and any other important pieces of information, and report it immediately to the authorities.
- If an unidentified and suspicious object is found in the building, a quiet and systematic evacuation of the building is required.
- In such an event, staff must direct people to quickly and quietly leave the building, maintaining control and minimizing panic. Use the Basic Emergency Evacuation Procedure.

Fire Safety Policy & Procedures

In the event of a fire:

1. Exit the building
2. Call 911. Never assume that this has already been done
3. Before opening any door, feel the knob for heat. If it is not hot, brace yourself against the door slightly and open it. If you feel air pressure or a hot draft, close the door quickly
4. If you encounter smoke, consider taking an alternate stairwell/exit. Crawl low under the smoke

5. Break windows to exit if necessary
6. If you are trapped and smoke comes into the room, seal the base of the door with a wet towel or blanket and crouch down low to the floor
7. Move to the most protected area you can, and partially open a window if possible (keep the window closed if smoke comes in)
8. Wait to be rescued
9. Listen for any instructions by emergency personnel

Fire Procedures

- Fire extinguishers are placed throughout the facility and will be tested annually
- All staff and volunteers must be familiar with the location and operation of fire extinguishers
- All new staff, volunteers, and program clients must be oriented to fire exits and building evacuation procedures
- If an individual is injured, staff will ensure that the person receives appropriate First Aid and medical attention.
- An Incident Report will be completed and filed in the program's records
- The program must complete any reporting required as per organizational policy

Incident Report Form

Use this form to report accidents, injuries, medical situations, criminal activities, traffic incidents, or student behavior incidents. If possible, a report should be completed within 24 hours of the event.

Date of Report: _____, 20____

PERSON INVOLVED

Full Name: _____ Address: _____

Identification: ☐ Driver's License No. _____ ☐ Passport No.

_____ ☐ Other: _____

Phone: (____) ____ - ____ E-Mail: _____

THE INCIDENT

Date of Incident: _____, 20____ Time: ____:____ ☐ AM ☐ PM

Location: _____

Describe the Incident: _____

INJURIES

Was anyone injured? ☐ Yes ☐ No

If yes, describe the injuries: _____

WITNESSES

Were there witnesses to the incident? ☐ Yes ☐ No

If yes, enter the witnesses' names and contact info: _____

POLICE / MEDICAL SERVICES

Police Notified? ☐ Yes ☐ No If yes, was a report filed? ☐ Yes ☐ No

Was medical treatment provided? ☐ Yes ☐ No ☐ Refused

If yes, where was medical treatment provided? ☐ On site ☐ Hospital ☐ Other: _____

PERSON FILING REPORT

Signature: _____ Date: _____

Print Name: _____